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ABSTRACT

The 1974 annual report of the National Advisory Committee on the Handicapped provides general information on the committee, recommendations, and a review of current trends, programs, and institutions serving the handicapped. Functions of the committee are noted, and members are listed. Given are priority recommendations such as the need for the U.S. Office of Education to obtain a statement of assurance from each state that no handicapped child will be excluded from educational services. Reviewed are actions taken on the 1973 recommendations such as the strengthening of the Bureau of Education for the Handicapped. Current trends such as increased awareness by the public of the barriers faced by the handicapped, mainstreaming (as illustrated by Project PRIME in Texas), and improved services to the severely handicapped are discussed. Also noted are increased attention to the handicapped given by the media and the requirement that Head Start programs serve handicapped children. Briefly described are the following special institutions: Gallaudet College, Model Secondary School for the Deaf, Kendall Demonstration Elementary School, National Technical Institute for the Deaf, National Center on Educational Media and Materials for the Handicapped, and the American Printing House for the Blind. The report concludes with sample quotes from state education agency personnel reflecting common concerns facing the field of the handicapped (such as personnel training). (DB)

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# first class citizenship for handicapped people

EC 071 423

**1974 ANNUAL REPORT**
**of the**
**NATIONAL ADVISORY COMMITTEE ON THE HANDICAPPED**

**U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE**
Caspar W. Weinberger, *Secretary*
Charles B. Saunders, Jr., *Acting Assistant Secretary for Education*

Office of Education
John Ottina, *Commissioner*

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DEPARTMENT OF EDUCATION

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TRENTON, NEW JERSEY 08625

March 13, 1974

Honorable John R. Ottina
U. S. Commissioner of Education
Washington, D. C. 20202

Dear Commissioner Ottina:

The National Advisory Committee on the Handicapped is responsible for reviewing the administration and operations of the laws related to the handicapped under the Commissioner of Education and of certain special institutions servicing the handicapped population. This report is an effort to confront the continuing concern for providing full citizenship to the handicapped population.

The Advisory Committee has primarily focused its attention on the issue of returning the handicapped individual to the mainstream of American life. Many attitudinal, physical and educational barriers continue to exist which need administrative and legislative action and greater efforts to increase public awareness of the continuing need for change.

The Advisory Committee has received testimony from national representatives in the areas of Special Education Administration, Teacher Training and Research as well as direct testimony from leaders developing systems for equalizing vocational opportunity and de-institutionalizing the handicapped. It has been a most inspiring exploration of field dedication to equalizing educational and vocational rights for all handicapped.

On behalf of the National Advisory Committee on the Handicapped I am pleased to present the 1974 Annual Report.

Sincerely,

Daniel Ringelheim

Daniel Ringelheim
Chairman
National Advisory Committee
on the Handicapped

# The National Advisory Committee On the Handicapped

THE COMMISSIONER OF EDUCATION is responsible for administering the Education of the Handicapped Act, and as set forth in this act, ". . . to provide assistance to State and local education agencies, institutions of higher education, and other public and private organizations which contribute to the advancement of education of the handicapped. The effective discharge of this responsibility requires the advice of a public advisory committee."

The National Advisory Committee on the Handicapped was chartered by the Secretary of Health, Education, and Welfare in October 1973.

The Committee was authorized and is governed by the provisions of Public Law 92–463, The Federal Advisory Committee Act, and by part D of the General Education Provisions Act which set forth standards for the formation and use of advisory committees.

The function of the National Advisory Committee on the Handicapped as stipulated in its charter is to review the administration and operation of programs authorized by the Education of the Handicapped Act, and other provisions of law administered by the Commissioner with respect to handicapped persons, including their effect in improving the educational attainment of such people. The Committee shall also review the administration and operation of special institutions (National Technical Institute for the Deaf, Gallaudet College, Kendall Demonstration Elementary School, The Model Secondary School for the Deaf, The American Printing House for the Blind, and the National Center on Educational Media and Materials for the Handicapped) and make recommendations for the improvement of their administration, operation, and assistance to handicapped people.

Such recommendations shall take into consideration experience gained under this and other Federal programs for handicapped people and, to the extent appropriate, experience gained in conjunction with other public and private programs for the handicapped. The Advisory Committee shall from time to time make such recommendations as it may deem appropriate to the Secretary and the Commissioner and shall make an annual report of its membership, activities, findings, and recommendations to the Commissioner not later than March 15 of each year which will be transmitted to the Congress.

The National Advisory Committee on the Handicapped consists of 15 members, including a chairman, selected by the Commissioner with the approval of the Secretary. Members include persons who are active in education, training, research, or technological programs for the handicapped and at least three handicapped adults.

# Membership of the National Advisory Committee on the Handicapped

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*Date appointment terminates.
**Chairman.

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## Priority Recommendations

**1. As an affirmation of the basic right to a public education for every child we recommend that the U.S. Office of Education obtain a statement of assurance from each chief State school officer by September 1974 that no handicapped child will be excluded from the complete range of educational services available to any child within his respective State.**

**2. We affirm that every handicapped individual has a right to be prepared by the public educational system to enter the world of work. We, therefore, recommend that programs for the handicapped be instituted in all appropriate vocational education facilities supported under the Vocational Education Act.**

**3. We affirm that equal employment opportunities must be available to all handicapped individuals; therefore, we recommend that the Department of Health, Education, and Welfare develop a public campaign to heighten the awareness of the American people to the laws that regulate these opportunities especially those portions of the Vocational Rehabilitation Act of 1973 which require affirmative action employment policies for the handicapped within the Federal Government and within agencies that do more than $2,500 worth of business with the Federal Government. Periodic reports to the Nation should be made on the progress in implementation of this law.**

**4. We recommend that in preparation for a White House Conference on the Handicapped in 1976, a joint planning committee composed of representatives from all Federal agencies concerned with the handicapped be established to develop a foundation for such a Conference.**

**5. In response to interaction with various components within the field of education of the handicapped; i.e., State education agencies, colleges and universities, and research projects, we recommend that the Bureau of Education for the Handicapped consider issuing requests for proposals to study the following issues:**

A. A study of the job market which includes input from business, industry, and education which will indicate the training needs for the handicapped to gain full employment within the next 10 years and a long-term needs assessment for the rest of this century.

B. A study which examines alternative educational models for educating the handicapped such as the model of "mainstreaming."

C. A study of financing education of the handicapped. What should be the local, State, and Federal share of financing? How should the allocation of moneys for the education of the handicapped be made? What is the role of private agencies in educating the handicapped? How do volunteer agencies add to the resources available to educate the handicapped?

D. A study to reappraise the role of the Federal program in education of the learning disabled. Who are the learning disabled? Where should these children be educated? What should be the nature of the Federal role in training personnel to work with learning disabled children? What are the research priorities concerning learning disabled children?

**6. We commend the Bureau of Education for the Handicapped for its efforts in mutuality of planning. This effort should be widened to include a greater number of constituents such as the adult handicapped, parents, personnel from local school systems, private schools, colleges and universities, and State education agencies. Therefore, we recommend that a series of conferences be held on the handicapped to develop priorities and strategies to help the Nation provide full educational services for all handicapped people by 1980.**

**7. The Committee contacted several thousand professionals and other interested persons by mail and by participation at conferences during the past year. The single most frequent complaint concerning Federal programs was on the timing of requests for proposals and the notifications of availability of funds. The uncertainty of the status of Federal funding and the short time allowed to reply to requests for proposals were the major problem; therefore, we recommend that where possible all Federal programs for the handicapped should be moved to a forward funding cycle.**

## Status of 1973 Recommendations

The Committee wishes to acknowledge the actions taken on the recommendations made in the 1973 annual reports of the National Advisory Committee on Handicapped Children and the National Advisory Committee on Education of the Deaf.

**Both committees called for a strengthening of the position of the Bureau of Education for the Handicapped within the U.S. Office of Education.**

The National Advisory Committee on the Handicapped is especially pleased to note that in December 1973 the U.S. Commissioner of Education elevated the Bureau to a status directly under the Commissioner's administration. In his letter to NACH advising them of this action he stated, "I believe

that this move to a Deputyship strengthens the handicapped programs and assures that service to handicapped children will continue to be an Office of Education priority. Management and planning staffs will be maintained within the Bureau of Education for the Handicapped, so that it will function as other bureaus headed by Deputy Commissioners." The Committee considers this to be a move which is in the best interest of handicapped children since it gives them a strong and effective voice within the policy board of the U.S. Office of Education.

**Both committees recommended a speedy extension of the Education of the Handicapped Act.**

The NACH is concerned that at the time of the writing of this report (March 1974) this legislation is still pending. This legislation is of utmost concern to the Committee and we continue to urge immediate passage of this vital legislation and its rapid approval by the administration.

**Both committees called for a White House Conference on the Handicapped by 1976.**

The Committee is encouraged by the fact that joint resolutions have been introduced in both Houses of Congress calling for such a conference. It also notes that legislation has been introduced calling for a White House Conference on Education which has a subsection on education of the handicapped. The Committee feels that both conferences are needed to highlight the awakening awareness of the American people to the needs of handicapped people.

**Both committees recommended several broad components of Federal action with respect to the rights of all handicapped children.**

This can best be summarized by the first recommendation of the 1973 NACHC annual report which states: "We reaffirm the right under the U.S. Constitution of all handicapped children to a tax-supported and appropriate education regardless of their physical or mental capabilities."

The introduction of S. 6 and H.R. 70 and the subsequent hearings which are being held on these significant bills are providing an excellent forum for a comprehensive debate on the major issues facing the American people concerning the rights of handicapped individuals to an education. Such a process will refine the responsibility of local, State, and Federal Governments in financing and guaranteeing quality education to all handicapped citizens. The Committee realizes that such hearings are only the initial step in a long and complex effort designed to provide a foundation for first-class education for all handicapped citizens.

**The National Advisory Committee on Education of the Deaf called for the establishment of a Center for the Performing Arts for the Handicapped under the National Foundation of Arts and Humanities.**

In its December meeting the National Council on the Arts passed a resolution in support of greater effort with respect to the handicapped.

### Resolution on Accessibility for the Handicapped

"One of the main goals of the National Endowment for the Arts is to assist in making the arts available to all Americans. The arts are a right, not a privilege. They are central to what our society is and what it can be. The National Council on the Arts believes very strongly that no citizen should be deprived of the beauty and the insights into the human experience that only the arts can impart.

"The National Council on the Arts believes that cultural institutions and individual artists could make a significant contribution to the lives of citizens who are physically handicapped. It therefore urges the National Endowment for the Arts to take a leadership role in advocating special provision for the handicapped in cultural facilities and programs.

"The Council notes that the Congress of the United States passed in 1968 (Public Law 90–480) legislation that would require all public buildings constructed, leased, or financed in whole or in part by the Federal Government to be accessible to handicapped persons. The Council strongly endorses the intent of this legislation and urges private interests and governments at the State and local levels to take the intent of this legislation into account when building or renovating cultural facilities.

"The Council further requests that the National Endowment for the Arts and all of the program areas within the Endowment be mindful of the intent and purposes of this legislation as they formulate their own guidelines and as they review proposals from the field. The Council urges the Endowment to give consideration to all the ways in which the agency can further promote and implement the goal of making cultural facilities and activities accessible to Americans who are physically handicapped."

The National Advisory Committee on the Handicapped is encouraged by this action; however, it urges the National Endowment for the Arts to move with more affirmative and substantive action to include ways for creative and talented handicapped performers and artists to benefit from this Federal support.

## New Awareness

Advances in technology and the closing of the frontier have changed the nature of the American dream. Over the last two decades we have seen the struggle of "minority people" come to center stage in American life. Simply stated, the issue is civil and social rights for all citizens within our Nation. Every man has the right to the pursuit of life, liberty, and happiness. As the minority groups have begun to demand an equal share of the American dream there has been an awakening of the value of ethnic backgrounds and cultural differences. The Nation has responded to these new forces by expanding the base of opportunity to more people and removing the legal barriers that have restricted the minorities from full participation in society.

The sensitivity of the American people to the inequities of the society to the minorities within it has awakened a new understanding of the handicapped person and the barriers he faces in all walks of his daily life.

Unfortunately, there are still many barriers for many handicapped people.

**Barriers that exclude or hinder the handicapped person from benefiting from public schools.**
**Barriers which exclude them from public buildings.**
**Barriers which exclude them from public transportation.**
**Barriers which exclude them from equal employment opportunities.**
**Barriers of law which interfere with their lives.**

These barriers are more subtle than the overt prejudice which has been addressed against other minority groups. Nobody is against the handicapped. The values of our society inhibit us from expressing our open feelings about handicapped people. Yet, our actions and our institutions show a clear pattern of considering handicapped people as those surplus members of our society who are to be hidden out of sight or isolated in special schools and institutions so that they do not interact with the average citizens of our society. We all too often have administered these programs from a paternalistic, charitable, and self-serving position. Society feels good because it helped the "poor" handicapped outcast. These obsolete attitudes are slowly being replaced by a societal awareness that the 44 million handicapped American adults and children have a right to expect all of the benefits due any citizen of this Nation.

Edwin W. Martin, Acting Deputy Commissioner, Bureau of Education for the Handicapped, in his preface to the book *Psychology and the Handicapped Child* stated this new sensitivity as follows:

> "The United States is moved today by a new sense of purpose in relation to the education of handicapped children. We have moved out of an era in which educating handicapped children was thought of as a type of kindly babysitting, a generous impulse. Today, parents and educators are perceiving that handicapped children have a right to an education. In our system, which has promised every American child a free public education, the handicapped must not be excluded. . . ."

It is within this context that the National Advisory Committee on the Handicapped reviewed the various activities, programs, and institutions for the handicapped administered by the Federal Government. A simple question can be asked to assess how well we are doing in breaking down the barriers that block handicapped persons from full participation in life. What are the opportunities for handicapped persons to participate within the mainstream of American life in school, at work, in recreation, and in the community?

The move towards securing educational rights for all children regardless of the severity of their handicap led NACH to devote its efforts this year around the theme of full participation by the handicapped in American

life. Therefore, the review of the Education of the Handicapped Act and special institutions is organized around the concepts of "mainstreaming," i.e., the inclusion of handicapped children in regular classrooms and the efforts to include the severely handicapped in educational programs.

## Mainstream Experiment

The Bureau of Education for the Handicapped, intramural research program under part E of the Education of the Handicapped Act, entered into a cosponsored activity in the spring of 1971 with the Texas Education Agency to study the mildly handicapped child in regular elementary school classes.

Project PRIME (Programed Reentry Into Mainstream Education) was initiated to investigate the effectiveness of alternative special education instructional programs. The principal question addressed by the study is, "For whom and under what conditions is the mainstreaming of mildly handicapped children into regular education a viable educational alternative?" In its broadest conceptualization, the study is concerned with identifying the main aspects of an effective educational program for handicapped children in the public schools. The study seeks to determine the educational factors that promote children's growth in academic achievement, social competence, and emotional development.

Project PRIME is intended to provide an information base directed toward anticipated issues and concerns regarding the provision of comprehensive and appropriate educational services to mildly handicapped children.

Special education administrators and professionals have traditionally taken a dichotomous view of special education programing for mildly handicapped children; services provided in special classes versus placement in regular classes. Project PRIME, however, examines the question on a much broader basis in terms of three variables. The first is the extent to which mildly handicapped children should or shouldn't be integrated into the regular classroom, second, the amount of individualized help which each child requires, and third, the degree of responsibility to be assumed by both regular and special education professionals in shared planning and programing activities.

The activities of Project PRIME are designed to provide descriptive, comparative, explanatory, and predictive information on pupil academic, social, and emotional growth as they relate to comprehensive patterns of special and regular educational services.

The descriptive and predictive activities of PRIME have focused on identifying the main aspects of an effective educational program for normal and handicapped children in the public schools. A descriptive system has been created based on extensive information collected in six categories: community, school district, school building, classroom, home, and child. The descriptive study is concerned with the broad question of what factors

promote the growth of normal and handicapped children and investigates: (a) the educational treatments or services the child is receiving; (b) the educational environments in which he receives these services; and (c) the child's academic, emotional, and social characteristics. Eventually a complete analysis of the interrelations and interactions among the various categories will be used to predict optimum conditions for successfully integrating handicapped children into the regular school system.

The information from the descriptive/predictive activities of Project PRIME has provided direction for the study's comparative and explanatory activities. Project PRIME is currently investigating educational alternatives designed to: (1) decrease the social isolation of mildly mentally retarded children in regular programs, and (2) evaluate appraisal procedures which are designed to (a) facilitate coordination and communication of instructional programing, (b) integrate evaluation activities into instructional planning, and (c) provide for continuous educational planning and evaluation.

Project PRIME is a programmatic research effort to provide information concerning the underlying values of mainstreaming as a preferred or alternative education for mildly handicapped children. The Bureau anticipates that the information gained from PRIME's research activities will be valuable to local and State education agencies in making decisions regarding mainstreaming.

## Severely Handicapped Children

The child who is lost even within the special education world has not only the doors of the regular classroom closed to him but also the doors of the special school and in many instances the doors of institutions. These are the children who are severely handicapped. Frequently, they are multiple handicapped, i.e., deaf/retarded, blind/retarded, emotionally disturbed/cerebral palsied, etc. One of the major efforts of the Bureau of Education for the Handicapped this year has been to call for special projects addressed to the needs of severely handicapped children. One of the priorities of the professional preparation program, part D EHA, has been to prepare manpower to work with this population.

There are two major projects funded in this area, one at the University of Wisconsin and the other at the University of Washington.

The Wisconsin project, directed by Dr. Lou Brown has three major objectives: first, to prepare graduate level teacher trainers who can function in college and university settings as developers of programs for severely handicapped children, second, to provide inservice training to professionals who are or will soon be responsible for developing such programs, and third, to develop and assemble information relevant to the instruction of severely handicapped children.

The means by which these objectives are being achieved include the

training of six doctoral level students who are actively engaged in the selection and training of potential teachers of severely handicapped students. In addition, Wisconsin conducts summer workshops for professionals from around the country who are responsible for establishing programs for severely handicapped children. A third vehicle for aiding in program development for the severely handicapped is the active role the project staff takes in providing technical assistance to school systems and agencies throughout the Nation.

The University of Washington's program, under the direction of Dr. Norris Haring, was established as a result of recent legislation in that State which called for public educational services for all handicapped children. Using primarily an inservice training model, this project takes summer trainees from States through the Northwest region for an intensive exposure to the relevant background information pertaining to the severely handicapped child—his legal rights, educational characteristics, social, and familial problems.

The academic year program, also for inservice teachers, is designed to equip the teacher with the skills needed to function in the classroom; i.e., evaluation of entry behavior of children, evaluation of daily performance, strategies for working with parents, use of available curriculum materials, and programing academic and nonacademic activities.

The inservice training for full-time teachers is provided in their own classroom setting under the supervision of a clinical instructor who serves in a consulting, demonstration, and training capacity in guiding trainees in the assessment of the educational needs and skills levels of each child. They also offer assistance in developing educational goals.

Other programs for the severely handicapped that are currently in the process of being reviewed for funding for the school year 1974–75 include programs at the University of Kansas, director Dr. Wayne Sailor; the Maryland State Department of Education, project director not yet specified; and the Pennsylvania Department of Education, director presently unspecified. These three programs, when funded, will develop training models that will aid administrators, support personnel, and teachers handle the problems of providing adequate services to severely handicapped individuals. These models, once developed and tested, will be able to be replicated in other State Education Agencies (SEA) and Institutions of Higher Education (IHE) throughout the country and will thus provide a needed impact on service to the severely handicapped population.

## Programs for Severely Handicapped Children and Youth

Under part C of the Education of the Handicapped Act the Bureau has issued a request for proposals to demonstrate centers of excellence in service

to the severely handicapped. It is anticipated that up to 10 centers will be funded for 3-year demonstration contracts beginning in June 1974.

The following quote from the background section of the request for proposal suggests the scope of this program.

> "The Bureau of Education for the Handicapped has established as a goal, the provision of equal educational opportunities to all handicapped children. In order to realize this goal with respect to severely handicapped children and youth, the Bureau adopted the objective to enable such children and youth to become as independent as possible, thereby reducing their requirements for institutional care and providing opportunity for self-development.
>
> "Though traditionally the responsibility for providing educational services to the handicapped has been lodged with the States and local schools districts, it is apparent that the relatively small and geographically scattered incidence of severely handicapped children and youth in the population requires a planned and coordinated system if limited resources are to result in establishing effective services.
>
> "Severely handicapped children and youth generally do not receive educational services in the public school system (the exceptions are the large, metropolitan school districts which have special schools for such persons). Some educational services are provided to these children by State or private agencies. However, educational services are only one aspect of the comprehensive services required by these children; social and family counseling, psychological and physical health services, self-care training, employment guidance and placement needs must also be met if these children are to have the opportunity to develop to their full potential. The severely handicapped child requires highly specialized personnel, concentrated and often individual attention and instruction, special facilities and materials, and curriculums tailored to meet his exceptional needs."

The size of this problem can be understood in terms of the estimates of the unserved population. Current estimates are that approximately 1,406,000 severely handicapped children ages 0–19 are in the United States, of this number 352,000 are reported to be receiving some service.

Each of the demonstration centers must include the following activities:

1. Comprehensive identification, diagnostic and prescriptive services.
2. Education/training, adjustment and orientation program.
3. Consultative services.
4. Assessment of child progress.
5. Parent-family involvement.
6. Personnel training.
7. Curriculum development.
8. Evaluation.

## Media and the Handicapped

As mentioned in the report on Project PRIME the handicapped individual is a whole person and has academic, social, and emotional needs just as any citizen. One of the greatest social barriers for the deaf is an environment filled with modern telecommunication devices which carry most of their messages in sound. To partially bridge this gap the Bureau has funded a project with public television station WGBH in Boston to develop captioning techniques which can provide a richer television experience for deaf people. In cooperation with the ABC Television Network WGBH captions and rebroadcasts the ABC Evening News over public television stations at 11 p.m. This is a tremendous breakthrough in communications for the handicapped. Deaf and hard of hearing people can now share with the hearing world up-to-date news and information. Since public television stations do not have commercials, special newsclips relevant to the deaf are used as fillers in the commercial time slots to make the program conform to the correct length.

In addition to the news programs other PBS programs will appear in captioned format this year.

Another special note of interest was the National Theatre of the Deaf's Christmas special "A Child's Christmas in Wales" aired over the CBS network.

These programs serve not only the targeted population group, i.e., the deaf but they serve the general population because they bring handicapped people into their awareness in a positive way.

Sesame Street and Mr. Rogers Neighborhood continue to offer programs which include handicapped people as a part of their TV program world.

## Handicapped Children in Head Start Programs

"The Congress, in the 1972 amendments to the Economic Opportunity Act (Public Law 92–424), directed that enrollment opportunities be provided to handicapped children in receiving Head Start services and requested the Secretary of the Department to report on this effort within 6 months after enactment, and at least annually thereafter.

"These requirements reflect deep concern within the Congress to assure that handicapped children, who are deemed to have a great need for services of the type Head Start provides, have full and unrestricted access to the benefits of the program on the same basis as other eligible children. The amendments also introduced a new concept in the Federal approach to the handicapped. The legislative requirement relates to a specific percentage of the number of enrollment opportunities that must be available to handicapped children, rather than earmarking money to provide separate services. This is consistent with Head Start's approach to serving handicapped

children in an integrated setting with other Head Start children and providing the necessary adaptations in the program to enable them to function, develop, and learn. . . .

***Benefits to the Children***

"The following represent fairly common examples of benefits experienced by handicapped children served in Head Start:

- Parents were assisted in coping with the special needs of their children.
- The self-image of the child improved and he became more sociable, independent, self-reliant, and displayed an increased sense of belonging.
- The child had the opportunity to play and learn with nonhandicapped children, often for the first time.
- The child experienced an individualized approach to his unique needs and capabilities and to the special circumstances of his family.
- The total needs of the child were considered. Examples range from play therapy for a disturbed child; obtaining the services of a volunteer physical therapist; to accompanying the child on visits to other agencies.

***Experimental Projects***

"Office of Child Development will be funding approximately a dozen experimental projects to develop and test new approaches to the provision of Head Start services to handicapped children. Goals and objectives of this effort: demonstrating various ways to integrate preschool handicapped children with nonhandicapped children; developing more effective linkages with other community agencies; defining alternative roles for Head Start in serving handicapped children; providing innovative approaches for parent participation in the development of the handicapped child; and demonstrating approaches to provide continuity of services to handicapped children between Head Start and early school years. Successful approaches will be disseminated to all Head Start programs and other State and local groups serving handicapped children. These projects are being implemented in collaboration with BEH and the National Institute of Mental Health."

The above excerpts were taken from the 1973 annual report on the handicapped in Head Start programs. The Committee is encouraged by these beginning activities; however, it urges BEH and OCD to develop the following concepts with respect to evaluation of these activities:

(1) What are the criteria used in determining the handicapped population?
(2) Who makes the diagnosis?
(3) What is done differently as a result of the handicapping condition?



20

(4) What are the professional standards required in Head Start programs for personnel working with the handicapped?

It was noted by the committee that in the 1973 report 31 percent of the Head Start children who were handicapped were speech impaired. The committee would like a more detailed analysis of this statistic since speech delays and speech problems at these young ages are rather common occurrences which may or may not require intervening therapy.

## Special Institutions

***Gallaudet College, Washington, D.C.***

Gallaudet College is the only liberal arts college for the deaf in the world. A private, nonprofit corporation, the college was established to provide a liberal, higher education for deaf persons who need special programs and facilities to compensate for their loss of hearing.

The primary purposes of the college are to afford its students the intellectual development that can be acquired through a study of the liberal arts and sciences, and to provide its students with an environment conducive to development which encourages full participation in the larger society. To these ends, the college organizes its programs and activities around student development, professional development, research, and public services.

Broadly stated, the mission of the college is to serve deaf persons through the provision of appropriately designed educational opportunities; through the training of teachers and other professionals; and through its strategic position as the capstone of educational opportunity for the deaf, to provide a maximum of leadership, inspiration, and exemplary service to institutions, organizations, and individuals serving the deaf.

Gallaudet College currently provides direct instructional services to some 1,100 undergraduate and graduate students from 49 States and 17 countries; to more than 1,700 adults in the continuing education program; to 120 students in the Model Secondary School for the Deaf; and to 138 pupils in the Kendall Demonstration Elementary School. Through its public service programs, the college ministers annually to several thousand deaf persons, parents of deaf children and others interested in the deaf. Additionally, through its position of leadership in matters affecting the deaf, the college serves professionals engaged in education of the deaf throughout the world and contributes to the welfare of deaf persons generally.

Several noteworthy programs have been initiated by the college this year to encourage full citizenship rights for deaf persons and to elevate the economic and social welfare of the deaf. The Center for Continuing Education was established in 1972 to provide a variety of learning experiences for deaf adults in the Washington metropolitan area geared toward cultural and social enrichment, vocational and professional upgrading and academic

achievement. The program has also undertaken to offer exemplary strategies which may demonstrate to other communities throughout the Nation how similar programs may be developed through effective coordination of available community and State services and resources. In the program's first year, 75 classes were offered serving 1,145 enrollees. This year the program has expanded to 130 classes with enrollments of deaf adults exceding 1,700. Eighty percent of the classes were offered in cooperation with other adult education programs in the Washington metropolitan area. The rapid growth of the program is evidence of the responsiveness of deaf adults to opportunities to move toward full citizenship and self-sufficiency.

In addition to this service, Gallaudet provides a sign language program as a public service to the Washington metropolitan area. Instruction includes basic, intermediate, advanced, and interpreter-level sign language communication. This program served approximately 350 students this year.

In the continuing effort to increase public awareness of the problems of deafness, the public service program developed and distributed 50,000 pamphlets on various aspects of deafness, hearing and speech and maintained teletype news and current event programs.

The college receives approximately 85 percent of its operating funds from the Federal Government and the remainder from fees and other incidental sources of income. In fiscal year 1974, the total of these funds was allocated as follows (not including the Model Secondary School for the Deaf or the Kendall Demonstration Elementary School):

| | |
|---|---|
| Instruction and departmental research | $3,771,000 |
| Organized activities related to instruction | 1,434,000 |
| Continuing education | 293,000 |
| Student services | 697,000 |
| Operations and maintenance | 1,312,000 |
| General administration | 513,000 |
| General institutional | 1,050,000 |
| Auxiliary enterprises | 1,385,000 |
| Total operating budget | 10,455,000 |

### *The Model Secondary School for the Deaf, Washington, D.C.*

The Model Secondary School for the Deaf was established in 1969 under the provisions of Public Law 89–694. Its purpose is: (a) to serve and validate innovative management and instructional models; (b) to disseminate working models to professionals in education of the deaf in order to have an impact upon the education of the more than 50,000 deaf students in schools and programs; (c) to prepare deaf adolescents for postsecondary academic and/or vocational pursuits.

The Model Secondary School for the Deaf enrolls 120 students in a 12-month program. Nearly 2,000 persons visit the school annually, including many professionals from other schools for the deaf. Additionally, MSSD

exchanges information with all major programs for the deaf through reports, professional articles, workshops, and convention presentations.

The work-study program is supplemented by a school policy which encourages and supports participation by students in workshops and other activities outside the school. MSSD resident students regularly participate in a variety of community activities with hearing peers such as public park and community center sports leagues. They have spoken before hearing high school groups, taught sign language courses to groups of hearing persons, spoken before civic clubs and participated in other activities designed to increase awareness and acceptance of handicapped persons.

This interaction of students in the mainstream of society is supplemented by that of MSSD staff members who are active in a wide variety of community and civic activities which both directly and indirectly encourage acceptance of the handicapped person.

The Model Secondary School for the Deaf is totally supported by the Federal Government which, in fiscal year 1974, appropriated more than $4 million for operation of the school. These funds are being used as follows:

| | |
|---|---|
| Instructional services | $1,393,000 |
| Educational support services | 1,184,000 |
| Research, development, and evaluation | 167,000 |
| General administration and fiscal operation | 1,218,000 |
| Planning and site development for a new facility | 40,000 |
| Total operating and construction budget | 4,002,000 |

### *Kendall Demonstration Elementary School, Washington, D.C.*

Under the provisions of Public Law 91–587, the Kendall Demonstration Elementary School serves as a laboratory for educational experimentation and change by developing and implementing exemplary instructional and management models in early childhood and elementary education of hearing impaired children.

Serving 138 children of the Washington metropolitan area on a year-round basis, the school seeks (1) to provide a setting in which every child may reach his potential academic, social, and emotional growth; and (2) to develop new techniques which may be transferred to other schools and professionals working with the deaf.

Communication skills are a central part of educational programs for deaf and/or hard-of-hearing children. Kendall School uses "total communication" as its mode of instruction which combines speech, sign language, finger spelling, print, and writing. The school is equipped throughout with group auditory training equipment and other speech aides.

Specialists in all areas of communication work with all of the children within the school to develop expressive and receptive language skills.

Some innovative techniques which are being tested in the teaching pro-

gram include: (1) use of computer-assisted instruction in mathematics and language, making it possible for each student to work at his own level and to progress at his own rate; (2) development of an open classroom for primary age children; (3) extensive use of video taping as a tool for self-evaluation; (4) ability grouping which permits students to work at various levels and in various groups according to their skills in different subjects.

*Services to families* have been an important component of the Kendall program since its inception as a demonstration school. Recognizing that education of the handicapped must be a team effort involving the home as well as the school, family counseling is offered, social workers assist with any apparent problems, parents are helped to understand and accept their children's deafness, instruction in total communication is made available, and parents are enabled to participate in school affairs at the policy setting and decisionmaking level.

In a typical month, about 200 persons, most of them either professionals or students in the field of deaf education or a related field, come to observe the program of the school. In addition, many volunteers offer their services, and students in training programs often do practicum work at Kendall.

The Kendall Demonstration Elementary School is totally supported by Federal appropriation. In fiscal year 1974, appropriations amounted to over $2 million, and are being used as follows:

| | |
|---|---|
| Instructional | $978,000 |
| Student family services | 398,000 |
| Student services | 113,000 |
| Instructional design and evaluation | 164,000 |
| Administration | 349,000 |
| Total operating budget | 2,002,000 |

### *National Technical Institute for the Deaf, Rochester, N.Y.*

The National Technical Institute for the Deaf (NTID) began with the passage of Public Law 89–36 in 1965. This enabling legislation called for the establishment of a coeducational residential facility for postsecondary technical education for persons who are deaf, in order to prepare them for successful employment; to prepare professional manpower to serve the Nation's deaf population; and to conduct applied research in aspects of deafness related to education, training, and employment. Further, the enabling legislation required that NTID be established and operated by an existing public or private institution of higher education. Rochester Institute of Technology was selected as the sponsoring institution for NTID in December 1968. Since then, 839 deaf students from 50 States and territories have attended NTID.

In fiscal year 1974, NTID budgeted $5,826,000 to provide the services

required for meeting the purposes and mission stated above. The table shows the budgeted full cost in support of the activities of NTID in carrying out its responsibilities.

Summary of amounts budgeted for NTID operation, fiscal year 1974:

| Activity: | Amount |
|---|---|
| Technical education | $2,768,000 |
| Personal and social development | 1,023,000 |
| Communication skills development | 797,000 |
| Administration | 766,000 |
| Physical plant | 472,000 |
| Total | 5,826,000 |

*NTID's technical education programs* are designed to provide postsecondary deaf students with opportunities to prepare for and pursue successful careers as technicians, paraprofessionals, or professionals in science, technology, and applied art; thereby making it possible for them to become independent members of society.

Technical education courses were provided to 473 deaf students on a year-round basis during fiscal year 1974, making it possible for them to develop the skills required for getting jobs as technicians, paraprofessionals, or professionals. Evaluation of current trends and needs in the job market was continued for comparison with skills being taught in NTID technical curriculums. This achievement was essential in evaluating the progress of students and assisting them in career selection and program choices.

NTID provided skill development for an equivalent of 30 professionals through new staff training, inservice training and through internship programs.

NTID investigated the research question, "What is needed to reduce the time required to achieve necessary levels of skill?" through measuring the efficiency and effectiveness of different teaching approaches and how they affect the time required for learning and the skill levels attained. In other research investigations, NTID gathered and began collating into usable form, vital data on student programs and progress. The planned outcome of the research task is a student programing, advising, and evaluation system that will include automated collection and processing of vital program data.

The new classrooms and laboratories in the new facilities at NTID will become available during the last quarter of fiscal year 1974; these classrooms and laboratories and new equipment will be tested and evaluated as NTID operations move into the new buildings. Special new capabilities will include opportunities for technical education in the experimental educational theatre, including set design, lighting, costume design and other technical theatre technologies and crafts.

NTID programs for *Personal and Social Development* are designed to help young deaf people develop personal and social skills necessary to their becoming successful members of the Nation's work force and contributing members of their communities. These programs and efforts in personal

development helped enhance the level of socialization of deaf students in fiscal year 1974. A major thrust of NTID continues to be the assimilation of deaf students into a largely hearing world. NTID assisted in making the total cultural programs of RIT available to deaf students. Through community involvement in volunteer programs, deaf students make contact independently with the hearing community.

NTID programs in *Communication Skills Development* are planned to help deaf students to develop and/or strengthen communication skills necessary for success on the job and in community activities. This is done by giving students special support (interpreting, note taking, etc.); and from research on developing innovative ways to train students in communication skills. The percentage of students lacking adequate speech reading abilities necessary for functioning in social or work situations was reduced in fiscal year 1974. Existing therapy programs continued. Evaluation of students' abilities was refined and improved through development of speech reading, including possible development of self-instruction in speech reading, were tested and evaluated.

Ways to gain more definitive information from secondary schools about previous speech and hearing training of students coming to NTID were explored. Efficiency in orienting students to the development of oral skills continued being studied. Part of this effort was the continuation and extension of an occupational communication survey to determine specific communication requirements for specific jobs.

### *National Center on Educational Media and Materials for the Handicapped*

The authorization for the National Center on Educational Media and Materials for the Handicapped began with the passage of Public Law 91–61 in 1969. This law was subsequently recodified under part F of the Education of the Handicapped Act, Public Law 91–230. The Bureau of Education for the Handicapped entered into a contract with the Ohio State University on May 30, 1972, to implement the provisions of these laws. The selection of Ohio State University was made on the basis of competitive bids.

The National Center on Educational Media and Materials for the Handicapped's role is to act as the capstone of the system of programs and projects funded by BEH to bring educational technology to handicapped young people. If the learning environment were structured so that the handicapped learner no longer faced extreme difficulty in learning, but could learn as naturally as the normal learner, we would have created the ideal environment toward which the National Center on Educational Media and Materials for the Handicapped is working.

The mission of the National Center on Educational Media and Materials for the Handicapped (NCEMMH) falls into four areas: (1) needs assessment, (2) curriculum and product development, (3) product dissemination,

and (4) services. The NCEMMH engages in a variety of activities to facilitate achievement of its mission.

*Needs assessment.* To have a rational program of development, dissemination, and services, it is critical that needs be carefully and continuously assessed and analyzed. There are needs for curriculums products which will facilitate instruction, for evaluation, for dissemination of information on products, and for training. Needs are defined as the discrepancy between that which ought to be (the goals of education of the handicapped) and that which is (the measured state of the handicapped learners, their teachers, parents, and other relevant professionals). Needs assessment is an ongoing activity which is implemented within the standard operational program of the NCEMMH. It provides data for decisionmaking with respect to priorities for educational technology on a national and regional basis.

*Curriculum and product development.* The NCEMMH will be increasingly involved in planning, research, designing, and developing curriculums and the educational technology systems to support those curriculums. It has been clearly emphasized that educational technology is not merely the provision of a storehouse of specific materials which can be employed by teachers as deemed appropriate by them, but rather is the provision of comprehensive systems for instruction of the handicapped learner. Onsite professionals, teachers, or clinicians modify systems as necessary for the particular need of a particular handicapped learner. Needed planning requires the pooling of expertise from the fields of special education, educational technology, and other areas.

*Product dissemination.* The NCEMMH is increasingly involved in planning for dissemination of both products and information. It also is responsible for designing and implementing a system for disseminating information and products. Product evaluation is performed by the National Center prior to dissemination.

*Services.* The NCEMMH provides services in three basic areas: consulting, training, and direct service to such agencies as the Model Secondary School for the Deaf (MSSD) and Kendall Demonstration Elementary School (KDES) at Gallaudet College, Washington, D.C.

Priorities of the NCEMMH correspond with those of BEH: early childhood, severly handicapped, and vocational and career education.

Training is directed toward three populations. First priority is the training of key decisionmakers; for example, State directors of special education and directors of programs for handicapped learners in each of the States. These key decisionmakers need the information which will allow them to take advantage of the potentials of educational technology for solving critical problems.

The second critical population is that of the special education teacher-educators. It is essential that teacher-education for special educators be transformed so that the widest possible use of technology can be implemented. Since teachers teach as they were taught, these technologic possibilities must be included in the training programs of colleges and universities.

The third population, the educational technologist, will be trained to develop and use appropriate educational technology materials for handicapped learners. This involves the encouragement of the development of programs at the doctoral or postdoctoral level to provide persons with strong backgrounds and leadership potential in educational technology with appropriate knowledge and skills in special education or to provide those persons with strong backgrounds and leadership potentials in special education with the knowledge and skills of educational technology.

The services to the MSSD and the KDES and other agencies are being developed as models of services generalizable to a wide variety of schools and classes and for the mainstreaming of deaf and other handicapped students. Thus, the program will not be designed simply to provide an alternative material development and dissemination center for the model schools, but will be designed for the purpose of national dissemination. The services to the MSSD, KDES, and other agencies can be any of the activities mentioned above within the mission of the NCEMMH.

In summary, the mission of the NCEMMH will be ongoing needs assessment, curriculum, and instructional product development and validation, curriculum and instructional product dissemination, and provision of consulting services to various client groups. The center will continue to utilize the expertise of the field, the university setting, and the state-of-the-art of educational technology so that each handicapped learner can derive maximum benefit from educational technology in his or her instructional program.

***The American Printing House for the Blind, Louisville, Ky.***

In 1858 the Kentucky legislature incorporated the Trustees of the American Printing House for the Blind, with the avowed purpose of printing books and making apparatus for the instruction of the blind of the United States available on a nonprofit basis. In March 1879 the U.S. Congress enacted a perpetual fund for the purpose of aiding the education of the blind in the United States of America, through the American Printing House for the Blind.

The current net worth of the American Printing House for the Blind, June 30, 1973, is $11,750,000. The value of products distributed in 1973 was $5,300,000. The APHB employs 586 people. Appropriation from the U.S. Government "to provide for the education of the blind" fiscal year 1974 is $1,817,500.

As a private agency the APHB has a number of resources from which it also receives revenues.

In fiscal year 1974 the APHB will provide a per capita of $72.30 for 24,196 children registered as of the first Monday in January 1973 by various schools educating blind children throughout the United States, its territories, and possessions.

Of great importance to blind people is the availability of braille music. The data processing department, in cooperation with the Library of Congress Division for the Blind, is doing research into computer-assisted transcription of braille music. An important advance in this was the installation of a music-input machine, which in essence, is a music typewriter interfaced with a standard card-punch machine. As music is typed, codes corresponding to both the character set and their placement on the music staff are punched into machine-readable cards. The full operation of this program will greatly benefit blind people.

A new innovation introduced by APHB is the high-speed manufacture of flexible records. Production capacity will eventually be over 1 million records per month. Production of direct mail magazines on the new 9-inch flexible disc is expanding rapidly. Such magazines as the Music Journal, the Atlantic, Harpers, Reader's Digest, and Newsweek are available.

The Instructional Materials Reference Center catalogs all available materials transcribed into braille for the blind anywhere in the Nation. Annually there are some 6,000 inquiries for materials for school-age children. Volunteers throughout the Nation transcribe the needed books into braille. Each time a transcription is begun a notice of intention is sent to the reference center. After the transcription is completed the center is notified and the data placed in the reference file. Annually there are 25,000 intentions and completions from volunteers received by the center in its effort to provide information as to location and availability of textbooks for blind students.

## Creation of the National Advisory Committee on the Handicapped

In the summer of 1973 U.S. Commissioner of Education John Ottina recommended and Congress approved the combination of the National Advisory Committee on Education of the Deaf and the National Advisory Committee on Handicapped Children under the authority of the Federal Advisory Committee Act of 1972, Public Law 92–463.

The new Committee was formed by the appointment of the members of the two old committees, whose terms were unexpired, to serve on the National Advisory Committee on the Handicapped. Secretary Weinberger chartered the new Committee in October 1973.

The Committee held its first meeting on October 17, 18, and 19, 1973, in Washington, D.C. The second Committee meeting was held January 16, 17, and 18, 1974 in Atlanta, Ga. In addition to the full meetings Committee members have exchanged ideas with a number of professional and parent organizations serving the handicapped at their annual conventions.

The Committee requested written comments from a number of institutions serving the handicapped concerning the major issues facing the field of the handicapped and the Federal role with respect to these issues.

The following quotes reflect the most often expressed concerns of the State Education personnel:

"Advise by U.S. Office of Education of funding figures at least three months prior to start of Fiscal year to facilitate effective programming."

*New York*

"Clarification of federal definition of Learning Disabled Children to facilitate planning and programming for such children."

*New York*

"We believe the Federal Government should assume some of the responsibility in basic support of programs for the handicapped. The current policy of providing seed money, i.e., catalytic funding places an undue burden on many states."

*Kentucky*

"It would be extremely helpful if the appropriations that were eventually arrived at were closer to the authorizations level. As you can appreciate, authorizations are announced to the public and there is a level of anticipation on the part of the public which can never be realized because appropriations are considerably lower or only a fraction of the authorization level."

*Wisconsin*

"There is generally good administration on the part of the Federal Government. However, there still appears to be a need for more consolidation of Federal programs for the handicapped. At the present time there is much fragmentation of available funds throughout various set-asides in other pieces of Federal legislation."

*Wisconsin*

"Georgia is intently involved in meeting the mandate to serve all exceptional children by 1976. Federal funds are desperately needed for the establishment and maintenance of full-time local systems directors of special education, the development and testing of alternative systems and to defray start-up costs of expensive programs."

*Georgia*

"Funds and trained staff for low incidence severely handicapped children such as deaf/blind and multiple handicapped children."

*Oklahoma*

"The major issues with which we are concerned is the availability of adequately trained professional personnel."

*Kansas*

The following quotes were typical of the issues and concerns expressed by college and university staff responsible for professional preparation:

"We are looking forward to Federal funding in the future to allow us to expand our training program in Early Childhood Education of the Handicapped. Also, we wish to expand in the future our offerings in vocational development and recreation and leisure time components of the program. Because of the drop in child population in many of our school districts, we are beginning to approach the problems of retraining existing public school employees as teachers of the handi-

capped. Federal funding is essential to allow us to implement this programmatic thrust."

*University of Washington, Seattle*

"As patterns of funding school personnel shift, and as the PPBS mode becomes a standard operating structure for school districts, new and different modes of both the training of special educators and the administrators of special education programs throughout the country is necessary."

*California State University, San Jose*

"Serious consideration must be given to problems of overlap in categories of handicaps. For example the present EHA definition of *Learning Disability* is open-ended to the extent that it subsequently fails to contribute to the emergence of a model for training programs, creates conflicts between professions charged with management of such handicaps, and results in ambiguous and confusing educational planning. Additional guidance from NACH shall be necessary since it is doubtful that resolution of the problem will come forth from the field."

*University of Mississippi, University*

"A problem exists in the timing of announcements of awards for the following year. Generally universities make awards to students before April 1. We should have word from OE early enough that we can offer students traineeships or assistantships from OE funds by April 1."

*University of Maryland, College Park*

"Funds to provide further education-training of public school personnel. Turnover of young staff is high, leaving an older teacher group out of contact with newer methods and concepts."

*Ohio University, Athens*

The following comments are from research projects, media projects, and centers and services for the handicapped. While the first comment is related to the teaching of speech to the deaf it is used because it is typical of many major problems faced in education of the handicapped and can be considered a general statement on the problems which face the research in this area.

"I suspect that the task of developing truly effective procedure for providing the deaf with intelligible, fluent speech may prove to be every bit as difficult as was that of getting a man to the moon. And, if the task is to be accomplished it will without doubt require the type of application of resources that can only be expected when there is a general recognition by program planners that the problem is not only immensely difficult but that solving it is sufficiently important to be considered a national priority. As long as the commitment of resources is incommensurate with the magnitude of the problem, even exceptionally good programs from point of view of cost effectiveness are bound to be inadequate."

*Bolt, Beranek and Newman, Inc., Cambridge*

"There is a need for educators to assume more responsibility in pooling their ideas and perhaps their resources in focusing upon the major problems of the handicapped. In the past research on the handicapped has been too piece-meal."

*University of California, Berkeley*

"There is an urgent need for follow-up of children served and for longitudinal studies to determine the effects of early intervention."

*University of Washington, Seattle*

How to extend the benefits of special education enjoyed by the middle class to the inner city population and to minority groups is a major issue.

"Inner city community groups should be given the chance to effectively compete with academic groups—in other words more equitable distribution of funds along economic, racial and political lines."

*Massive Economic Neighborhood Development, Inc., New York, N.Y.*

"We believe that legislation should make it possible for parents of handicapped children to receive educational assistance as soon as the child is determined to be atypical."

*Mount Carmel Guild, Newark, N.J.*

The closing quote in this section is from Dr. W. W. Elliott, President of the Alabama Institute for the Deaf and Blind. It is treated separately because it is in the area of the severely handicapped which has been given special emphasis by the Federal Government.

Dr. Elliott has been a public school superintendent and is now the president of one of the oldest institutions that serve severely handicapped; therefore his statement is of great significance as one measure of the effectiveness of the Federal funding effort.

"For the first time during my long tenure in the field of education we have been able, with the use of these funds, to more adequately evaluate and plan programs for the handicapped. There are many institutions in our State that had served as custodial agencies rather than as training or educational programs for the handicapped. Through the use of Federal funds we have been enabled to employ additional personnel both in the professional and para-professional fields to the extent that we are seeing real results in the education and training of our children."

For the handicapped the first step on the road to the mainstream of American life is their acceptance as real people. This will lead to new theories, and research will provide new techniques of management and education for the handicapped—techniques which no longer dehumanize and degrade the recipients of our professional help. It will free us to accept the handicapped as participating citizens in American society.



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